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An Introduction to Integrated Language and Content Instruction

Think about the following quote for a few minutes. What is the point?

“In subject matter learning we overlook the role of language as a medium of learning, In language learning we overlook the fact that content is being communicated.” (Mohan, 1986, p. 1)

I. DEFINITION OF INTEGRATED LANGUAGE AND CONTENT INSTRUCTION

Integrated instruction is defined as the integration of subject matter learning with language teaching aims. It refers to the simultaneous study of language and content. The aim is for the students to learn both the subject matter and the second/foreign language.

In your context in Cyprus:

LANGUAGE: English

SUBJECT MATTER: Mathematics and Science

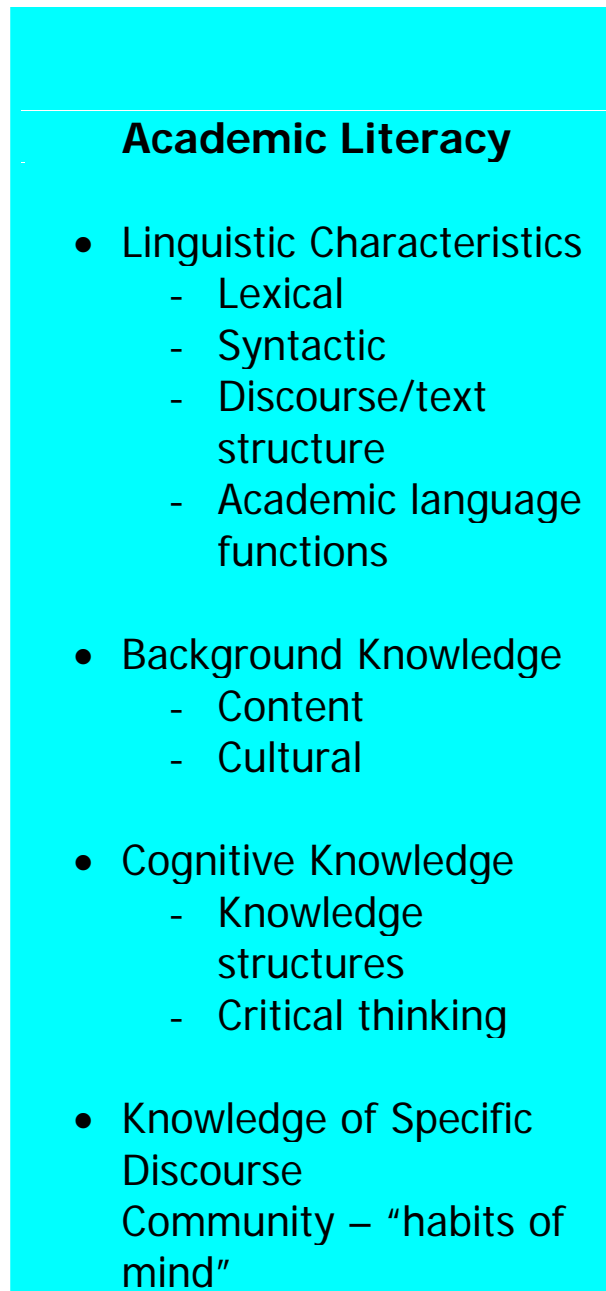
II. RATIONALE FOR INTEGRATED INSTRUCTION

- ! The content-based curriculum removes the arbitrary distinction between language and content. Learners get “two for one.”
- ! It offers optimal conditions for language acquisition by exposing learners to meaningful, cognitively demanding language and subject matter.
- ! It incorporates the current and/or eventual uses the learner will make of the second or foreign language. It may also reflect the interests and needs of the learner.
- ! It exposes the learner to authentic materials/tasks, for example, textbooks and activities students use/do in science or mathematics classes.
- ! It provides pedagogical accommodation – special strategies for instruction – to learner proficiency levels and skills.

III. DEMANDS ON STUDENTS (AND TEACHERS) IN INTEGRATED LANGUAGE AND CONTENT INSTRUCTION – See Figure 1

IV. WHAT IS THE TEACHER’S ROLE IN INTEGRATED INSTRUCTION? WHAT IS THE STUDENT’S ROLE?

Figure 1



Source: Snow, M. A. (2005).